

Education Cabinet

Kentucky Board of Education

Department of Education

(Amendment)

703 KAR 5:010. Writing portfolio procedures.

RELATES TO: KRS 158.6453

STATUTORY AUTHORITY: KRS 156.070, 158.6453

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to promulgate an administrative regulation which reduces the teacher and student time involved in preparing a writing portfolio. This administrative regulation establishes procedures to accomplish that goal and establishes standards to ensure that writing portfolios are a valuable component of teaching and learning.

Section 1. Appropriate Use of Time. (1) A school district shall implement practices that reduce teacher and student time in preparing a writing portfolio.

(2) Schools shall limit the amount of time spent on a single portfolio entry and the number of revisions of a single writing portfolio entry.

(3) Development of writing portfolio entries shall not limit instruction and development of student knowledge and skills in content areas, but shall support the learning of content.

(4) A school shall implement practices that use time efficiently and comply with this administrative regulation.

1 Section 2. School and District Writing Programs. (1) A school shall implement writing
2 regularly at all grade levels and a procedure to collect working folders that include
3 writing pieces at nonaccountability levels that are appropriate types of writing for
4 portfolio categories. A school shall not wait until the accountability year to instruct the
5 types of writing appropriate for inclusion in the writing portfolio.

6 (2) The writing pieces may serve as rough drafts that can be revised and edited for
7 inclusion in the accountability portfolio or they may be used as finished products and
8 included in the accountability portfolio.

9 (3) Writing pieces in working folders shall comply with the guidelines of the Program of
10 Studies established in 704 KAR 3:303.

11 (4) A district shall assist its schools in managing these working folders by enabling
12 transition from one school level to the next (i.e., elementary school to middle school to
13 high school).

14 (5) A school shall identify a writing cluster leader for each writing portfolio assessment
15 level at the school (e.g., grades 4, 7, and 12). The writing cluster leader shall be a lead
16 teacher with experience in writing instruction and leadership skills. The cluster leader
17 shall not be an intern teacher.

18 (6) A school and a district shall provide access and opportunity for teachers across the
19 curriculum and across grade levels to engage in professional development focused on the
20 types of writing assessed in the portfolio. Professional development shall support a
21 teacher's ability to link content to writing opportunities and shall assist teachers with
22 facilitating the writing process of all students.

(7) A school council shall review the instructional needs of all programs when making decisions regarding use of resources. Adequate resources (e.g., staff, extended school services, technology) shall be utilized to support the needs of the school's writing program balanced with the needs of all other content areas based on a school's needs.

Section 3. Writing Instruction. (1) A teacher-assigned writing task shall come from student learning through standards-based units of study so that writing is relevant to and promotes learning in the content area. [A teacher shall not assign writing that does not promote learning in the content area being studied.](#)

(2) A writing task shall link assignments and instructional practices to real-world situations in order to enable students to develop as independent writers and thinkers.

(3) A teacher shall choose content-area readings that represent the kind of writings the students are asked to include in the portfolio, allowing the integration of content and the discussion of writing form (e.g., editorial, article, academic paper) to occur at the same time.

(4) A teacher shall allow time for preparation of portfolio entries in the classroom as part of instruction and may allow some student work outside of class; however, portfolio pieces shall not be entirely completed at home or with no evidence of the writing process.

(5) [Writing conferences and revisions shall be directly linked to the skills being taught during the instruction of the writing assignment. Writing conferences shall be utilized as an instructional tool to support a student's learning of particular skills associated with a writing assignment.](#) A teacher shall utilize individual, small group, or whole group conferencing sessions to address common patterns of errors (e.g., literacy techniques, organizational problems, and confusion about conventions). A teacher and other

1 responders shall limit a conference's focus to one (1) or two (2) areas of need, addressing
2 patterns of errors or problems that occur frequently in an individual student's writing.

3 (6) A conferencing partner shall understand and be familiar with the writing
4 needs of the student and shall address the instructional needs of the student writer
5 during conferences but shall not take ownership of the student's writing process
6 by requiring an arbitrary number of revisions. A student shall make the decision
7 regarding the number of revisions.

8 (7) A teacher or other conferencing partner may indicate the position of errors
9 (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors
10 occur) on student writing; however, a conferencing partner may not correct errors
11 on papers that might be included in the accountability portfolio.

12 (8) A teacher shall allow students to use word processing during the development of
13 writing pieces (for example, during revision, or editing) or allow students to submit
14 pieces in their own handwriting. If a student uses a word processing program to produce
15 his/her writing, all formatting shall be completed by the student unless otherwise allowed
16 by appropriate instructional adaptations and modifications. If a student is not given
17 access to technology during the writing process, the school shall not require that the
18 entries in the accountability portfolio be word processed.

19 (9) The allocation of technology time for development of writing pieces shall not
20 interfere with the use of technology across all content areas.

21 (10) A media center shall not be restricted to the development of the writing portfolio.

22 Section 4. Portfolio Design and Scoring. (1) Beginning with the 2007 Commonwealth
23 Accountability Testing System (CATS) assessment, a four (4) piece portfolio shall be

1 produced in 12th grade, a three (3) piece portfolio shall be produced in 7th grade, and a
2 three (3) piece portfolio shall be produced in 4th grade.

3 (2) A school and a district shall implement procedures for scoring of student portfolios
4 that include an adequate number of teacher scorers on the school scoring team to limit the
5 number of portfolios scored by any one (1) teacher to thirty (30), unless a teacher agrees
6 to score a larger number of portfolios.

7 ~~[(1) To ensure that a reasonable amount of time is devoted to writing portfolios, a five (5)~~
8 ~~piece portfolio shall be produced in 12th grade, a five (5) piece portfolio shall be~~
9 ~~produced in 7th grade, and a four (4) piece portfolio shall be produced in 4th grade.~~

10 ~~(2) To ensure that a reasonable amount of time is devoted to the production of writing~~
11 ~~portfolio pieces, schools and districts shall develop a procedure to collect writing pieces~~
12 ~~at nonaccountability levels that are appropriate types of writing for portfolio categories.~~

13 ~~These pieces may serve as rough drafts that can be revised and edited for inclusion in the~~
14 ~~accountability portfolio or they may be used as finished products and included in the~~
15 ~~accountability portfolio.~~

16 ~~(3) To ensure that the teacher and student time spent on generating pieces for the writing~~
17 ~~portfolio is productive, each public school and district shall provide support for teachers~~
18 ~~across the curriculum and across grade levels to attend professional development focused~~
19 ~~on the types of writing assessed in the portfolio.~~

20 ~~(4) To ensure that a reasonable amount of individual teacher time is spent on scoring~~
21 ~~writing portfolios, each public school and district shall develop procedures for scoring of~~
22 ~~student portfolios that include an adequate number of teacher scorers on the school~~

scoring team to limit the number of portfolios scored by any one (1) teacher to thirty (30),
unless teachers agree to score a larger number of portfolios.

(5) To ensure that a reasonable amount of time is used in conferencing on writing
portfolio pieces, teachers and other responders shall limit a conference's focus to one (1)
or two (2) areas of need, addressing patterns of errors or problems that occur frequently.

(6) To ensure that a reasonable amount of time is used in word processing final pieces,
teachers shall allow students to use word processing during the development of writing
pieces (for example, during revision, or editing) or allow students to submit pieces in
their own handwriting.

(7) To ensure that a reasonable amount of time is used in the generation of student
writing for the writing portfolio, teacher assigned writing tasks shall relate to the content
being studied in the class.

(8) To ensure that a reasonable amount of time is used in the generation of student
writing for the writing portfolio, teachers shall choose content area readings that
represent the kind of writings the students are asked to include in the portfolio, allowing
the covering of content and the discussion of writing form to occur at the same time.]